

<Files\\Cooper 2017> - § 3 references coded [2,09% Coverage]

Reference 1 - 0,61% Coverage

This course was very interesting. Being able to utilize a Raspberry Pi was very helpful in the basic understanding of computer function[sic].

Reference 2 - 0,63% Coverage

I loved everything about this course. The raspberry pi was awesome. Learning python, scratch all of it was a learning experience, and I loved it.

Reference 3 - 0,85% Coverage

I would have gave[sic] the course grade a 10, if it had more interaction with iLab's. More things to do with the Raspberry Pi would be more helpful to not only the students but to the course shell."

<Files\\Hallak 2019> - § 1 reference coded [0,26% Coverage]

Reference 1 - 0,26% Coverage

hands-on projects in the lab is one of the key reasons why they would stay in Computer Science major if they were thinking about dropping out or switching to a different major.

<Files\\He 2018> - § 1 reference coded [0,12% Coverage]

Reference 1 - 0,12% Coverage

This lab has really raised my level of interest in IoT application development

<Files\\Kawash 2016-1> - § 3 references coded [0,97% Coverage]

Reference 1 - 0,18% Coverage

The relevance of the Raspberry Pi to modern day technology is interesting

Reference 2 - 0,50% Coverage

The ARM is a current technology and the Raspberry Pi is super novel, but painful due to hic-ups in the system method for communication/work with/on the Raspberry Pi was over complicated by J-Link."

Reference 3 - 0,29% Coverage

Although I enjoyed the idea of the RPi, the projects consumed a lot of my time, more than any other course by far.

<Files\\Krupp2019> - § 2 references coded [0,23% Coverage]

Reference 1 - 0,16% Coverage

It's good that the class takes into consideration all of the different levels of computing/programming knowledge the students have.

Reference 2 - 0,07% Coverage

"I enjoyed the course.... It helped me decide my major.

<Files\\matthews2018> - § 5 references coded [1,08% Coverage]

Reference 1 - 0,11% Coverage

"It can help run lab experiments that can later be implemented at a larger scale"

Reference 2 - 0,19% Coverage

"The somewhat limited resources on the Pi (as compared to KVL or something) really makes you focus on efficiency and proper programming".

Reference 3 - 0,36% Coverage

"I have experience with parallel processing/programming, but not so much pis. That's why I took the workshop. I love using the pis! Wonderfully motivating! Gets students closer to the hardware and powerful enough to motivate studying parallelism. Great workshop!"

Reference 4 - 0,31% Coverage

Iam impressed with how fast and easy it was to demonstrate this[sic] concepts. This is something I can easily see doing with students. The ease ofthe examples and the simplicity ofthe OpenMP inspires me to do this in class!!"

Reference 5 - 0,12% Coverage

"I'll probably try to get my own Raspberry Pi to practice more and write my own code for it

<Files\\vasilchenko2017> - § 4 references coded [1,47% Coverage]

Reference 1 - 0,16% Coverage

"It did force me to gain an understanding of the task thoroughly so that I knew I had the knowledge to explain precisely what to do."

Reference 2 - 0,55% Coverage

Bootlegger coursework - I didn't think it really test the knowledge of the actual course content. I like the idea of making videos through the practicals but I thought having 30% of the coursework on just ordering other people's videos was worth a bit too much...whereas you could've had another coursework kind of more programming based or an essay, which would've tested the knowledge a bit more... Also I just didn't like the software we had to use."

Reference 3 - 0,41% Coverage

"I thought that was really great, since everyone had different videos particularly because not everyone knew exactly what to shoot, and so some people would have like a really great clip of what the outcome was, someone would do a really good like speech on how to set up the code, and so it all just

pieced together really nicely.”

Reference 4 - 0,35% Coverage

“On seeing other's clips I realized mine featured only code and the Pi, however some students had introduced the project and gave explanations with the camera focused on themselves. I thought this was a much more personal and friendly approach so I incorporated this into my own videos.”

<Files\\wamaina2016> - § 4 references coded [1,38% Coverage]

Reference 1 - 0,34% Coverage

“[T]he laboratory exercise was well scheduled, interactive as each student would work with his own raspberry pi and the instructions were well laid out”

Reference 2 - 0,30% Coverage

“This was one of the best lab[s I] have undertaken in the university, possibly because [I] had to do it alone unlike the group labs.”

Reference 3 - 0,12% Coverage

“It was amazing to interact with [the] raspberry pi”

Reference 4 - 0,63% Coverage

the Raspberry Pi is suitable for the design and implementation of a wide range of engineering systems for example home automation systems. Students participating in the laboratory exercises described in this paper can design and implement systems which can be sold to provide income

<Files\\Wilkinson2017> - § 2 references coded [0,67% Coverage]

Reference 1 - 0,27% Coverage

Restrictions – Time allowed and available sensors. Grove kit limited. Could be expanded though, e.g. instead of LED could use relay to power other things, but that's getting into electronics.

Reference 2 - 0,41% Coverage

No. know what we were doing.
It was a lot harder than it could have been. Didn't First session learnt Python, and then learnt how to operate outputs. Took time to work, but discovered a driver was missing. Once right drivers were in place, it is relatively easy to install requirements.